

Developmental Principles

Unit 1

1. Development is similar for every child
2. Development builds on early learning
3. Proceeds at an individual rate
4. Development is interrelated
5. You develop all throughout your entire life.

Understanding Infants 3

6-12 months Reflexes

- 6 to 9 months• rolls both ways• sits without support; stands with assistance• picks up toys with thumb and side of forefinger• moves between sitting and lying down• crawls, creeps or shuffles on bottom
- 9 to 12 months• pulls up into an unsteady stand a month or two before first step• points with index finger

Developmental Tasks

Milestones Milestones

- Smile. Early on, it will be just to herself. But within three months, she'll be smiling in response to your smiles and trying to get you to smile back at her.
- Raise her head and chest when on her tummy.
- Track objects with her eyes and gradually decrease eye crossing.
- Open and shut her hands and bring hands to her mouth.
- Grip objects in her hands.
- Take swipes at or reach for dangling objects, though she usually won't be able to get them yet.

Parts of the Brain 2

The Cerebellum	Limbic System
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Parts of the Brain 2 (cont)

his structure is associated with regulation and coordination of movement, posture, and balance.

The limbic system, often referred to as the "emotional brain", is found buried within the cerebrum. Like the cerebellum, evolutionarily the structure is rather old.

Thalamus- The structure has sensory and motor functions

Amygdala- involved in memory, emotion, and fear.

Hypothalamus- functions including homeostasis, emotion, thirst, hunger, circadian rhythms, and control of the autonomic nervous system.

Hippocampus- learning and memory . . . for converting short term memory to more permanent memory

Parts of the Brain 1

The Cerebrum- with higher brain function such as thought and action.

Frontal Lobe- associated with reasoning, planning, parts of speech, movement, emotions, and problem solving

Parietal Lobe- associated with movement, orientation, recognition, perception of stimuli.

Occipital Lobe- associated with visual processing

Temporal Lobe- associated with perception and recognition of auditory stimuli, memory, and speech

Types of Observation

Running: A detailed narrative account of behavior recorded in a sequential manner as it happens.

Understanding Infants

Reflex	Stimulation	Response	Duration
Babinski	Stroke of foot against	Fan out toes and flex foot in	Disappears at nine months to a year
Blinking	Flash of light or puff of air	Close eyes	Persistent
Grasping	Palms touched	Grasp tightly	Weakens at three months
Moro	Shoulder move; head noise	Startles; throws out arms and legs and then pulls them toward body	Disappears at three months
Rooting	Cheek stroked or side of mouth touched	Turns toward source, opens mouth and sucks	Disappears at three to four months
Stepping	Infant held upright with feet touching ground	Moves feet as if to walk	Disappears at three to four months
Startle	Mouth touched by object	Shake on object	Disappears at three to four months
Swimming	Placed face down in water	Makes coordinated swimming movements	Disappears at six to seven months
Tonic neck	Placed on back	Hold face and turn head to the right	Disappears at two months

Head to foot. Long before birth, the baby's head takes the lead in development. A newborn's head is still large in proportion to the body. The same head-to-toe pattern continues after birth.

Near to far. Development starts at the trunk of the body and moves outward. First, babies simply wave their arms when they see an object they want

Simple to Complex. At first, babies' main activities are sleeping and eating. Gradually, they learn more complicated tasks

Theorsts 1

Erik Erikson	Montessori	Jean Piaget
Trust vs. Mistrust	Children thrive on order and structure	Sensorimotor(0-2 yrs) they exist separately from the objects and people around them

Autonomy Vs. Shame	Children move through sensitive periods	Preoperational(2-7 yrs)Once children acquire language, they are able to use symbols
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Theorsts 1 (cont)

Initiative vs. Guilt. Age: 3-5

Children need freedom

Concrete Operational(7-11 yrs)children are able to see things from different points of view and to imagine events that occur outside their own lives.

Industry Vs Inferiority. Age: 5 -12

Children absorb their culture

Formal Operational(11+ yrs)round the onset of puberty, children are able to reason in much more abstract ways and to test hypotheses

Ego Identity VS Role Confusion. Age: 12-18

Little Teachers: Listening better to older children

Anecdotal records: A brief narrative account describing an incident of a child's behavior that is of interest to the observer.

Frequency: counts are a record of the number of times a specific behavior occurs within a specific time period.



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Theorsts 1 (cont)

Generativity Vs. Children
Stagnation Care. are natural
Age: 40 - 65 learners
Ego Integrity Vs Despair 65+

Reflexes

Babinski Stimulation: Fans out
Sole of toes and
foot twists
stroked foot in

Blinking Flash of Closes
light or eyes
puff of
air

Grasping Palms Grasps
Touched Tightly

Moro Sudden Startles;
move; throws
Loud out arms
noise and legs
and then
pulls
them
toward
body

Rooting Cheek Turns
stroked toward
or side source,
of mouth opens
touched mouth
and
sucks

Stepping Infant Moves
held feet as if
upright to walk
with feet
touching
ground

Sucking Mouth Sucks
touched on object
by
object

Reflexes (cont)

Swimming Placed Makes
face coordinated
down swimming
in movements
water

Tonic Placed Makes fists
Neck on and turns
back head to the
right

Understanding Infants 2

Milestones in the First Year

1 to 3 months• prefers looking at
high areas of faces: forehead,
eyes, mouth visually follows a
bright object when it is moved
slowly.hands open out from fists.
2 to 4 months• when placed on
tummy, baby can lift head and
shoulders• can briefly hold a toy
when you place it in his palms•
brings hands into eye range.4 to
6 months• begins to roll from
tummy to back• reaches for
objects• brings toys to mouth to
explore them

Theorsts 2

B.F Skinner Lev Maslow's
Vygotsky Hierarchy
of Needs

Positive Children Physio-
Reinforce- construct logical
ment: Add their needs:
appetative knowledge Body
stimulus needs
following
correct
behavior(-
Giving a
treat)

Theorsts 2 (cont)

Negative Develo- Safety
Reinforce- pment needs:
ment: can not Needs
Remove be where a
stimuli separated human
following from it's needs to
correct social feel safe
behavior. context
Taking
away a
sticker
from the
child if
they are
bad

Positive Learning Love and
Punish- can lead belonging
ment: Add develo-
noxious pment
stimuli
following
behaviour.
Spanking
a child for
cursing

Negative language Esteem
Punish- plays a
ment: central
Remove role in
appetative mental
stimulus develo-
following pment
behaviour.
Telling the
child to go
to his
room for
cursing

Theorsts 2 (cont)

Self-actualization
When/Then – Abuse It/Lose It
Principle – “When you have
finished your homework, then
you may watch TV.”Incom-
patible Alternative Principle –
Give the child something to do
that he can't do while misbehavi-
ng.Choice Principle – Give the
child two choices, both of which
are positive and acceptable to
you.Make a Big Deal Principle
Make a big deal over respon-
sible, considerate, appropriate
behavior with attention,Talk
About Them Positively to
Others,Modeling Principle

